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ABSTRACT

A project developed six inservice brochures and a summary booklet that defined the handicapped conditions that affect vocational students in an effort to increase vocational educators' awareness of what it is like to be a special student. The brochures also identify how students with specific handicaps learn and illustrate the techniques and strategies needed to teach special students. Consultants from special education and vocational education also identified the modifications in curriculum, facilities, equipment, and teaching strategies needed to help special students succeed in the classroom. This information and helpful state and local special needs resource agencies were also included in the brochures. The six brochures and summary booklet are appended. The brochures provide information on identifying the handicapped student, teaching strategies, and a list of additional sources of help for emotionally handicapped, hearing impaired, learning disabled, mentally handicapped, physically handicapped, and visually impaired students. The summary booklet, "The Student with Special Needs; a Guide for Vocational Educators," tells how to identify students with specific handicaps, suggests teaching strategies, and lists additional resources. (YLB)

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FINAL REPORT

DEVELOPING IN-SERVICE BROCHURES DESIGNED TO PREPARE THE VOCATIONAL EDUCATOR ACADEMICALLY AND ATTITUDINALLY TO WORK WITH HANDICAPPED STUDENTS

(Contract Number 93-3011)

Dr. Irvin H. Iwler
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Ms. Gayle J. Marco

UNIVERSITY OF PITTSBURGH
DEPARTMENT OF VOCATIONAL EDUCATION
PITTSBURGH, PENNSYLVANIA

JUNE 13, 1983

PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
VOCATIONAL PROGRAM SUPPORT SERVICES SECTION

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(I.) PROJECT PERFORMANCE REPORT

FINAL REPORT

(Developing In-Service Brochures)

Project Number:	93-3011
Educational Agency:	University of Pittsburgh
Address and Telephone:	Vocational Education 4M01/4M26 Forbes Quadrangle Pittsburgh, PA 15260 (412) 624-1291
Principle Investigator:	Dr. Irvin H. Iwler, Chairman Vocational Education
Funding Period:	January 1, 1983-June 30, 1983
Funding:	$20,819.00 (See statement submitted by Research Accounting Department University of Pittsburgh)

(II.a.) ABSTRACT

93-3011: Developing In-Service Brochures Designed To Prepare The Vocational Educator Academically And Attitudinally To Work With Handicapped Students

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$20,819.00 Federal
1/1/83 - 6/30/83

The objective of this project was to write in-service brochures that developed the vocational educator's awareness of what it is like to be a special student, that identified how students with specific handicaps learned and illustrated the techniques and strategies needed to teach the special student. The brochures enabled the vocational educator to make appropriate curriculum modifications which helped the handicapped student succeed in the classroom and identified helpful state and local special needs resource agencies.

Objectives

1. To define the handicapping conditions that affect vocational students.
2. To assist vocational teachers in modifying their vocational facilities, curriculum, and evaluation techniques for handicapped students.
3. To increase the vocational educators' awareness of what it is like to be handicapped.
4. To list local, state and national resources that can serve the vocational educator in teaching the handicapped student.
5. To encourage cooperative efforts between vocational and special educators to better serve vocational special needs students.

Outcomes

1. Consultants from Special Education and Vocational Education identified the modifications in curriculum, facilities, equipment and teaching strategies needed to help the special student in the vocational classroom.
2. Project coordinator visited local exemplary vocational programs serving the handicapped for input into the brochures.
3. Six in-service brochures were written defining strategies for accommodating each of the following special needs learners in Vocational Education: the physically handicapped; the visually impaired; the mentally handicapped; the learning disabled; the hearing impaired; the emotionally disturbed. A total of 30,000 brochures (6 brochures x 5,000 copies) and 2,000 summary documents (booklets) were printed. (See samples in Appendix)
4. These publications will be distributed to vocational educators in Pennsylvania by the Vocational Education Department of the University of Pittsburgh and the Pennsylvania Bureau of Vocational Education.
5. A presentation and distribution of the brochures will be made at the Pennsylvania Vocational Education Conference on June 27, 1983.
6. If vocational educators are to play a vital role in the mainstreaming movement, they need to be more academically and attitudinally prepared to work with handicapped students. These in-service brochures will enable the educators to successfully embrace this role.

Audience

The in-service brochures are useful to the Bureau of Vocational Education, vocational educators, special educators, guidance counselors, administrators, rehabilitation counselors, sheltered workshop teachers, and finally parents and employers of the handicapped.

Published Materials

- 30,000 Individual Brochures
- 2,000 Summary Booklets
- Final Report

(II.b.) BACKGROUND

Rationale

The explosion of services and public attention on behalf of handicapped individuals has not been a matter of chance. With the passing of recent legislation, there is an increasing emphasis on and demand for the education of the special needs learner in the least restrictive environment. A major response to this legislation is to provide educational programs where handicapped students can be placed in settings with non-handicapped peers -- a policy known as mainstreaming.

Mainstreaming has been precipitated by two fundamental and interrelated actions of the Federal government:

1. Congressional passage of the Vocational Rehabilitation Act of 1973 affirmed the inclusion of the handicapped under all civil rights guarantees derived from the Constitution. Sections 503 and 504 of that Act address the right to education and equal opportunity and non-discrimination in employment.
2. Concurrent with the above activity, Congress passed the Education for All Handicapped Children Act, P.L. 94-142, in 1975 and the Vocational Education Amendments, P.L. 94-482, in 1976.

One of the factors working against placing the handicapped in the regular vocational education classrooms is the vocational educators' lack of training in how to work with the handicapped. Concurrently, the special educator, in many cases, has little knowledge about vocational education.

This barrier will be eased and eventually eliminated as the two consult together and learn about (and from) one another. If mainstreaming is to work, it is more likely to work if vocational educators and special educators cooperatively plan that least restrictive environment. Collaboratively produced brochures will reflect reasoned planning for establishing such an environment.

Vocational Education teachers have a vital role to play in the mainstreaming movement. Handicapped students may be well placed with non-handicapped peers in vocational education where, by the very structure of this curriculum, individual, concrete learning experiences are already an established teaching strategy. Thus, the Vocational Education teacher plays a leading role in the mainstreaming movement: students who find success in vocational education may then find reinforcement/incentive to expand their education and self-image.

To be prepared for this vital role, vocational-special needs in-service materials must reach the teacher in the field.

Related Research

Vocational education teachers and others are being pressured to improve existing programs and develop new programs which will enable handicapped people to profit from vocational education. The goal of new and improved vocational programs is to increase enrollment in and completion of vocational programs by handicapped people and to enable them to learn employable skills. Pressure and encouragement to achieve this goal is coming from special education teachers, guidance and rehabilitation counselors, parents, advocacy groups and, of course, from handicapped people.

The political and economic climate directs vocational educators toward this goal. "Handicapped youth are leaving the educational system without the skills necessary to compete in the working world. Less than forty percent of all handicapped people are employed during a typical year. The average wage of those handicapped people who are employed is much lower than their nonhandicapped counterparts."[1]

Legislation passed in recent years mandates that handicapped people be given the opportunity to acquire vocational education. "Although Public Law 94-482 (Education Amendments of 1976, Title II, Vocational Education) has set aside ten percent of the total grant for handicapped students,

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[1] Redick, Sharon, S. "Teaching Students with Special Needs." Vocational Instruction, 1980 Yearbook of The American Vocational Assoc. Arlington: The American Vocational Association, Inc. 1979; pp.7-10

only two percent of the students enrolled in vocational education programs are identified as handicapped."[2] However, Federal and State legislation, regulations implementing the legislation, and court decisions are beginning to have an effect upon the vocational education of handicapped students. Regulations which implement Public Law 94-142 (The Educational of All Handicapped Children Act of 1975) state that "Each public agency shall take steps to ensure that its handicapped children have available to them the variety of educational programs and services available to nonhandicapped children - including vocational education."[3] Vocational education is to be part of the free appropriate public education detailed in Public Law 94-142. This legislation mandates a written Individualized Education Program (IEP) for each handicapped student.

Other legislation, in the form of Public Law 93-112, the Rehabilitation Act of 1973, has much to say about program and facility accessibility for handicapped students and vocational education. According to this legislation, handicapped people are to be educated with people who are not handicapped, to the maximum extent appropriate to the needs of the handicapped persons.

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2 Phelps, L. Allen and Lutz, Ronald J. Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn and Bacon, Inc., 1981: pp 3-5.

3 Brolin, Donn, "Career Education for Persons with Handicaps." The Personnel and Guidance Journal (December 1979): pp 258-262.

(III.) METHODS

Objectives

The brochures were designed to help vocational educators, special educators, rehabilitation and guidance counselors, employers, parents -- all people charged with supporting and providing vocational education for handicapped people. The objectives of the brochure development were:

1.0 Vocational Instruction

- 1.1 To define the handicapping conditions that affect vocational students
- 1.2 To assist vocational teachers in modifying their vocational facilities for handicapped students
- 1.3 To increase the vocational educators' awareness of what it is like to be handicapped
- 1.4 To enable teachers to identify how specific handicapped individuals learn
- 1.5 To describe teaching strategies and evaluation techniques needed to enable the handicapped to succeed in the vocational classroom
- 1.6 To enable teachers to make appropriate curriculum modifications that aid the handicapped acquiring a vocational skill
- 1.7 To list local, state and national resources that can serve the vocational educator in teaching the handicapped student
- 1.8 To encourage cooperative efforts between vocational and special educators to better serve vocational special needs students

2.0 Administration

2.1 To assist State and local vocational administrators, special needs supervisors and others in providing workshops and inservice meetings for teachers of handicapped students

2.2 To assist vocational administrators in providing the appropriate models of service delivery to meet the needs of their particular districts/schools

3.0 Interagency and Interprofessional Cooperation

3.1 To assist special education teachers in teaching prevocational subjects and in helping and supporting vocational teachers

3.2 To assist rehabilitation counselors as they work with secondary and postsecondary teachers in selecting and developing appropriate vocational programs for students

3.3 To assist guidance counselors in helping students select programs and in working with teachers as they develop vocational programs

3.4 To assist sheltered workshop teachers in developing and modifying vocational programs

3.5 To assist members of the Individualized Education Program Team as they develop handicapped students' IEPs

3.6 To assist parents in working with their children and in evaluating their childrens' IEPs

3.7 To assist employers in modifying training programs and materials and/or job redesign for their handicapped employees

3.8 To assist advocacy groups in formulating requests for secondary and postsecondary program development

3.9 To assist the formal and informal evaluators of handicapped students in the assessment of handicapped students' placement/evaluation

4.0 Preservice Education

4.1 To assist college/university department chairpersons and faculty who are developing preservice curricula and coursework in "Mainstreaming" education

5.0 Inservice Education

5.1 To assist special needs coordinators and guidance counselors in developing inservice education programs for vocational and other teachers

5.2 To assist State-level administrators in developing inservice education programs

6.0 Research

6.1 To assist researchers to assess the state of the art in vocational education for handicapped students

6.2 To assist researchers in literature reviews or modifying vocational curricula for handicapped students

Procedure

One of the factors working against placing the handicapped in the Vocational Education classroom is the educator's lack of training in Special Education. If mainstreaming is to work, vocational special needs in-service materials must reach the teacher in the field. Towards that goal:

- Consultants from Special Education and Vocational Education identified the modifications in curriculum, facilities, equipment and teaching strategies needed to help the special student in the vocational classroom.
- Project coordinator visited local exemplary vocational programs serving the handicapped for input into the brochures.
- Six in-service brochures and one summary booklet were written defining strategies for accommodating each of the following special needs learners in vocational education: the physically handicapped; the visually impaired; the mentally handicapped; the learning disabled; the hearing impaired; the emotionally disturbed. A total of 30,000 brochures (6 brochures x 5,000 copies) and 2,000 summary documents (booklets) were printed. (see samples in Appendix)

- These publications will be distributed to vocational educators in Pennsylvania by the Vocational Education Department of the University of Pittsburgh and the Pennsylvania Bureau of Vocational Education.
- A presentation and distribution of the brochures will be made at the Pennsylvania Vocational Education Conference on June 27, 1983.

If vocational educators are to play a vital role in the mainstreaming movement, they need to be more academically and attitudinally prepared to successfully embrace this role.

(IV.) ANALYSIS

(Sample In-Service Brochures are located in the Appendix.)

(V.) CONCLUSIONS AND RECOMMENDATIONS

Vocational teachers cannot accomplish the huge task of modifying vocational curricula alone. Two of the most common concerns vocational instructors expressed when teaching special needs students were the feeling that they do not have an adequate educational background for working with the handicapped and the worry that they cannot devote enough time to these individuals without neglecting the rest of their class. Evaluation, curriculum, and teaching strategies appropriate for the vocational special needs learners were frequent question marks that require new answers for the vocational educator. These were all very real concerns. It was the intent of this project to distribute informative in-service brochures that contributed a practical background of information that enabled the educator to comfortably provide vocational education for students with special needs.

The brochures were a cooperative effort between the Vocational and Special Education Departments of the University of Pittsburgh; they will serve as a model of service delivery. Research indicates that successful mainstreaming of exceptional students in vocational education resulted from cooperation within the local educational community. The brochures encouraged Special Education, Vocational Rehabilitation, Guidance, Administration, parents, and the special needs individuals themselves to work with Vocational Education to help develop effective programming.

Because they were produced as a cooperative effort, the brochures were useful for pre-service education of vocational and special education teachers and for in-service instruction of personnel in these disciplines. University personnel used them for teaching aids in the college curricula, and local vocational administrators utilized the brochures for group or individual in-service.

Finally, a variety of people and agencies stand ready to help the vocational educator meet the needs of the handicapped in the classroom. The brochures identified local resources that removed some of the hesitation about teaching the handicapped. The Vocational Educator learned how to emphasize each student's abilities rather than disabilities.

(VI.) DISSEMINATION

The In-Service Brochures were distributed to vocational and special educators in Pennsylvania through:

- Pennsylvania Vocational Education Conference, June 26-29, 1983
- Pennsylvania Bureau of Vocational Education
- Vocational Education Department of the University of Pittsburgh

(VII.) SUPPLEMENTARY MATERIALS

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Yoshimura, R.J., Suzuki, W.N. Vocational Education For Mentally Handicapped Students, A Procedural Manual. Corvallis, Oregon: Oregon State University, 1978.

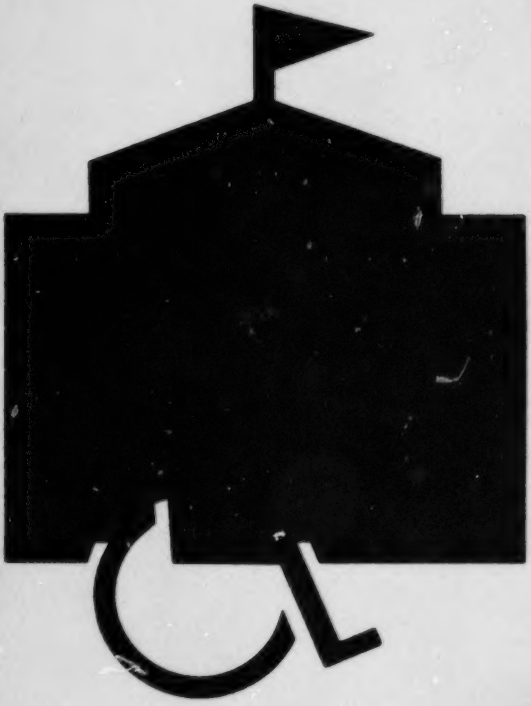
(VIII.) PERSONNEL

Dr. Cheryl Steczak served as Project Coordinator. Dr. Steczak served as Vocational Special Needs Consultant for the Indiana State Department of Vocational Education and Ball State University. Six faculty members of the Department of Special Education, the University of Pittsburgh, assisted in the development and evaluation of the brochures and summary documents. Dr. Irvin H. Iwler, Ms. Gayle J. Marco and Dr. Ona Kay Kinter served as editors and evaluators of this project.

APPENDIES

A

THE EMOTIONALLY HANDICAPPED STUDENT



GUIDE FOR THE VOCATIONAL EDUCATOR

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IDENTIFYING THE EMOTIONALLY HANDICAPPED STUDENT

The emotionally handicapped student can be any size, shape, or heritage. This prevalent handicap may be difficult to identify. What distinguishes this student from others is that behaviors are more frequent, consistent, and intense. They interfere with the student's own growth. Patterns of behavior that appear most frequently are:

- Unusual or sloppy dress and personal hygiene
- A short attention span
- Frequent displays of anger and hostility or anxious, withdrawn, and introverted behavior
- Immature and inappropriate behavior
- Failure to relate well to classmates
- Lack of self-confidence
- Obsession with an idea or interest
- Insensitivity to individual differences
- An abnormal concern for health and illnesses
- Underachievement in academic areas
- Display of annoying mannerisms; e.g., humming, singing, joking, tapping, bragging
- A frequent daydreamer
- Display of negative self-concept
- Dependence on the teacher for frequent approval of all activities

The first step in helping EH students is to conference with them and their parents. Disturbing classroom behaviors are the outward sign of inner personal turmoil. Anger, depression, fear, anxiety are all very painful emotions. Feelings of not being loved or respected are the basis of these maladaptive behaviors. Communication, problem solving, and behavior management techniques are useful teaching tools in building a positive self concept in vocational education for the emotionally handicapped student.

Be aware that emotionally handicapped (EH) students want to learn in your classroom. They may look disinterested, slump in their seats, never volunteer, be frequent absentees, or display aggressive or withdrawn behavior. The reason for such behavior is usually a lack of self-confidence; so, begin by helping this student feel successful in at least one class — **yours!**

Handicapped students are especially prone to having emotional problems in certain school situations. Learning disabled and mentally handicapped students may have suffered so many years of failure, humiliation, and ridicule that any classroom becomes threatening to them. Sometimes failure becomes so familiar that it is frightening to experience success.

TEACHING STRATEGIES TO HELP THE EH STUDENT SUCCEED IN THE VOCATIONAL CLASSROOM

Any student, at one time or another, may suffer emotional problems that interfere with learning in the vocational classroom. All students need a calm, orderly, structured learning environment that provides consistent discipline. The EH student, particularly, depends on the vocational teacher to help stay "on track." Several teaching strategies you should try are:

1. Acknowledge the student as a person, as a unique individual.
2. TLC. Give the student some extra attention and tender loving care — a handshake, nod, wink, or pat on the back.
3. Emphasize anything that can be seen as a positive strength in the student's life. **Focus** on good behavior.
4. Emphasize contributions that the student has made.
5. **Encourage** interpersonal communication.
6. Maintain a supportive social climate in the classroom. Encourage peers to support the student.
7. Be a role-model for the peer group to imitate.
8. Consistently point out and clarify the relationship between the student's behavior and consequences. Do this in **private** interaction with the student.
9. Provide opportunities for success. Maximize success, minimize failure. **Catch** the student being good!
10. Provide a peer tutor to work with and empathize with the student.
11. Remove distractions when possible; e.g., blinking lights, repetitious noise, a warm or stuffy classroom.
12. **Warn** of difficult situations beforehand.
13. Ask instead of commanding.
14. Avoid surprises or sudden changes in procedure.
15. Make a student-teacher contract. The student must complete work or correct a behavior in a certain manner in a stated period of time — usually 2-3 days. Give rewards for good classroom behavior or work completed on time.
16. Listen actively and "mirror" back what the student says so that you can understand and communicate.
17. Finally, contact the school psychologist or Intermediate Unit consultant for the emotionally disturbed. Ask the psychologist or consultant to observe the student in your classroom or collect base-line data (the when, why, how, and frequency) of the inappropriate behavior and to work with the student on **correcting** the behavior.

ADDITIONAL SOURCES OF HELP

There are a variety of people and agencies to help the vocational instructor meet the needs of the emotionally handicapped student in the classroom, shop, or lab. First, check your school's special education department or teacher, even if the student does not have a special program. A good relationship with that department should be developed. Additional help can be requested from:

Eastern Pennsylvania Regional
Resource Center (RISE)
1013 West Ninth Avenue
King of Prussia, PA 19406
(215) 265-7321

Provides extensive instructional and evaluation materials in Vocational Education for the EH adolescent and adult. Provides ***classroom assistance*** *and* ***inservice workshops.***

Central Pennsylvania Regional
Resource Center (SMILE)
5601 North Front Street
Harrisburg, PA 17110
(717) 564-1873

Provides extensive instructional and evaluation materials in Vocational Education for the EH adolescent and adult. Provides ***classroom assistance*** *and* ***inservice workshops.***

Western Pennsylvania Regional
Resource Center (REACH)
5347 William Flynn Highway
Gibsonia, PA 15044
(412) 961-0294

Provides extensive instructional and evaluation materials in Vocational Education for the EH adolescent and adult. Provides ***classroom assistance*** *and* ***inservice workshops.***

Highland School
5250 Caste Drive
Pittsburgh, PA 15236
(412) 885-7017

Illustrates an exemplary vocational program for EH students. ***Call or visit for advice.*** *Resource people available.*

Bureau of Special Education
333 Market Street
Harrisburg, PA 17108
(717) 783-6913 or call the Pennsylvania State Department Information Service (717)787-8732 for a contact person in your local Mental Health Department

Contact this department to find a local ***resource person*** *for assistance.*

Pennsylvania Association of
Vocational Education Special
Needs Personnel (PAVESNP)
333 Market Street
Sixth Floor, Box 911
Harrisburg, PA 17108
(717) 787-8022

Provides resource people to assist classroom teachers. Network system for Vocational Education Special Needs legislation and information.

Developed by the Department of Vocational Education, University of Pittsburgh, under a grant from the Pennsylvania Department of Education, 1983.

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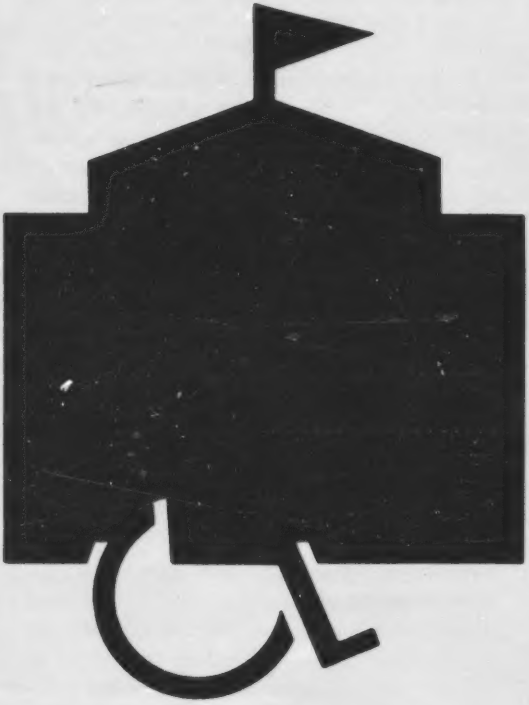
B

THE HEARING IMPAIRED STUDENT



GUIDE FOR THE VOCATIONAL EDUCATOR

IDENTIFYING THE HEARING IMPAIRED STUDENT

The hearing impaired student often appears inattentive and disinterested, fails consistently to respond when questioned, or interrupts a conversation, seemingly unaware that someone else is talking. A hearing impaired (HI) student falls into one of two general categories:

- Hard-of-hearing individuals have some ability to hear and understand the spoken word. Although some words are audible, they are not always clear. Sounds are not necessarily just softer to a hard-of-hearing individual. Words may be garbled and distorted, making it difficult to understand a verbal message.

- Deaf persons cannot hear or understand the spoken word. They may respond to loud noises or vibrations, but are usually unable to understand speech without visual cues.

Your deaf students' speech or vocabulary does not necessarily indicate their intellectual strengths and capabilities. Deafness does not imply brain damage: deafness is caused by malfunctioning in the hearing process which may affect other functions, such as speech.

Build a good rapport with your hearing impaired student. Discuss the best method for communication with each other. One or more communication methods might be used: sign language; finger-spelling; lip-reading; speech; hearing-aid; and writing. Lip-reading is a difficult skill to learn and use; approximately 40-60 percent of the sounds in the English language look just like some other sound on the lips.

It is important to know when the student became hearing impaired. If the loss occurred before the age of five, speech and language must be taught rather than learned naturally; this speech is likely to be mechanical and difficult to understand. If the student acquired the loss later in life, the reaction to accepting or rejecting the necessary life changes can also require special attention.

TEACHING STRATEGIES TO HELP THE HI STUDENT SUCCEED IN THE VOCATIONAL CLASSROOM

Keep in mind that you are teaching a student with the same wants, desires, strengths and abilities as all students, but a student who must sometimes learn through different modes. By getting to know your HI student, identifying the degree of hearing loss, and understanding that student's method of communication, you will learn what needs to be done in your classroom. Try the following strategies to ensure success for the HI student in the vocational classroom:

1. Limit the amount of external noise surrounding the classroom. Hearing aids cannot sort out important from unimportant sounds.

2. Place the student close to the sound or speaker and away from windows or hallways.

3. Speak clearly and precisely. Avoid exaggerated lip movement. Use short sentences. **Stand still when speaking.** Lighting should fall on your face.

4. Do not turn your back to the student when explaining something on the chalkboard or cover your face with hands or a book. Shouting distorts speech and will not make the student hear.

5. Seat your class in a semi-circle, if possible. This allows the HI student to see all speakers.

6. Pair the student with a **peer tutor** to review lecture notes. Have the "buddy" carefully reinforce all safety regulations of the shop or lab.

7. Be sure the student is attending **(actively listening).** Language is the main handicap for the HI student; e.g., word endings (-s, -ed, -ing) are often omitted. Correct pronunciations kindly.

8. Use diagrams. Place key words or directions on the chalkboard or on handouts to augment verbal lectures. Use as many visuals as possible. Give the student an outline of each lecture.

9. Be aware of safety hazards which require a warning signal. Flashing lights can replace buzzers. The **local telephone company** can install lights on phones, typewriters, timers, and emergency-stop switches.

10. Install a red light next to the switch to indicate a machine in operation.

11. Most HI students are immediately aware of safety hazards, through visual and/or tactile cues (vibrations).

12. Ask the special education department for an **interpreter** to attend classes with the HI student if you find this student is missing too much of the classroom communication.

13. Remember, nationwide employment statistics indicate handicapped employees have a lower job absentee record and a higher job performance rating than many other workers.

ADDITIONAL SOURCES OF HELP

There are a variety of people and agencies to help the vocational instructor meet the needs of the hearing impaired student in the shop, class, or lab. First, check with the hearing impaired coordinator of your local Intermediate Unit. Additional help can be requested from:

Pennsylvania Materials Center for the
Hearing Impaired
4400 Franklin Street
Harrisburg, PA 17111
(717) 561-1757

*Provides **free loan materials** and **equipment** designed for HI students. Resource people available for technical assistance.*

Pennsylvania Department of Health
Speech & Hearing Program
P.O. Box 90
Harrisburgh, PA 17120
(717) 783-1414

*Provides **funding** for equipment and program modification. Resource people available for your classroom.*

Pennsylvania Society for the Advancement of the Deaf
7500 Germantown Avenue
Philadelphia, PA 19119
(215) 242-6455

*Provides **funding** for equipment and program modification. Resource people available for your classroom.*

Pittsburgh Hearing, Speech, and
Deaf Services, Inc.
1344 Fifth Avenue
Pittsburgh, PA 15219
(412) 281-1375

*Demonstrates **exemplary programs** for the HI student. Visit to see equipment, laboratory, curriculum modifications. Technical **resource persons** available for your classroom.*

Model Secondary School for the Deaf
Florida Avenue at Seventh Street, NW
Washington, DC 20002
(202) 651-5801

*Demonstrates **exemplary programs** for the HI student. Visit to see equipment, laboratory, curriculum modifications. Technical **resource persons** available for your classroom.*

Western Pennsylvania School for the Deaf
300 Swissvale Avenue
Pittsburgh, PA 15218
(412) 371-7000

*Demonstrates **exemplary programs** for the HI student. Visit to see equipment, laboratory, curriculum modifications. Technical **resource persons** available for your classroom.*

Hiram G. Andrews Center
727 Gaucher Street
Johnstown, PA 15905
(814) 255-5881

*Demonstrates **exemplary programs** for the HI student. Visit to see equipment, laboratory, curriculum modifications. Technical **resource persons** available for your classroom.*

Developed by the Department of Vocational Education, University of Pittsburgh, under a grant from the Pennsylvania Department of Education, 1983.

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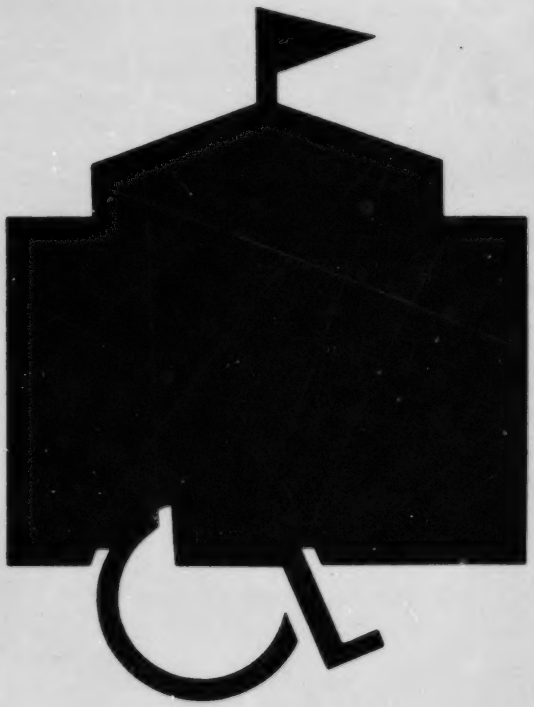
C

THE LEARNING DISABLED STUDENT



GUIDE FOR THE VOCATIONAL EDUCATOR

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IDENTIFYING THE LEARNING DISABLED STUDENT

In the vocational classroom, four of every five students may have some form of learning disability. A "learning disability" is a problem understanding or using the spoken or written word. Boys seem to be more affected by learning disabilities than girls. The learning disabled (LD) student may have difficulty listening, reading, talking, writing, spelling, or with math. The LD student is not mentally handicapped. Indeed, the intelligence quotients of LD students are usually above average. Albert Einstein and Franklin Delano Roosevelt are two examples of learning disabled people who overcame their problem to achieve much in their lifetimes. The LD student has a barrier to learning that you can recognize and circumvent. There is a pattern of typical behavior which characterizes the LD student. Look for the following:

- Short attention span; the "trouble-maker"
- Impulsive behavior; truancy
- Poor penmanship; reversed letters/words
- Motor incoordination; messy work
- Hyperactivity (restless/nervous)
- Poor organization of tasks
- Difficulty in handling language; e.g., "propane" becomes "profane"
- Failure to complete projects
- Inability to recognize spatial concepts/measurements/written directions
- Slow reading ability/weak comprehension/lip reading/word-by-word reading
- Poor oral communication skills
- Negative self-image

TEACHING STRATEGIES TO HELP THE LD STUDENT SUCCEED IN THE VOCATIONAL CLASSROOM

Remember that the LD student wants to learn. This student may act disinterested, but the reason for this behavior is poor self-concept and the fear of another failure. Begin by making an informal contact **outside of class** by asking if this student has been tested for a learning disability or if remedial instruction is being given. Seek help for the student and for yourself from the guidance counselor, principal, school psychologist, psychometrist, and special education teacher in your school. Become a part of the **IEP** team.

Additional strategies to help the LD student succeed in your classroom are:

1. Teach for success. Build a positive learning environment.
2. Provide individualized "hands-on" instruction.
3. Use task analysis; teach in a sequenced, organized pattern.
4. Establish a **contract** system for academic as well as social behavior.
5. **Demand** the services of the learning disabilities specialist in your school system's Intermediate Unit. Obtain a tutor.
6. Utilize a variety of tactile, visual, and auditory learning experiences.
7. Assign a peer tutor to help the student review difficult reading material.
8. Prepare a synopsis sheet or **tape recording** of lectures, new words or definitions. LD students are poor note takers. OR,
9. Give a competent student a sheet of carbon paper to make duplicate notes of lectures.
10. Write a series of note cards containing one word "cues" to help the student to sequence the major steps of a process; e.g., Remove, Clean, Prime, Paint, Buff. THEN,
11. Ask the student to look, **trace**, and "say out loud" each word. AND/OR,
12. Use the first letter of each process for a word to help in the recall process; e.g., Remove, Clean, Prime, Paint, Buff= R-C-P-P-B= Rob Can Put Paint Back.
13. Provide a typewriter or calculator as tools to help the LD students who cannot write.
14. Provide additional time to complete work. Keep homework at a minimum.
15. Give oral or tape-recorded tests. LD students have difficulty writing test answers. Students can answer orally to the teacher or on tape.
16. Request that the LD student be placed in remedial reading, math, or speech classes.
17. **Clip a notecard** to the student's textbook; write the daily assignments on the card.
18. Slow the pace of instruction.

Remember, asking for help with a student is not a sign of a weak teacher but of a **caring** one!

ADDITIONAL SOURCES OF HELP

There are many people and agencies close to you that can help the learning disabled succeed in a vocational program. Request help from:

Association for Children with Learning Disabilities (ACLD)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Provides resource people to assist classroom teachers. ***Funding, counseling,*** *and* ***evaluation*** *available to assess students' learning disabilities.*

Eastern Pennsylvania Regional Resource Center (RISE)
1013 West Ninth Avenue
King of Prussia, PA 19406
(215) 265-7321

Provides extensive ***instructional*** *and* ***evaluation materials*** *in Vocational Education for the LD adolescent and adult.* ***Resource people*** *can provide classroom assistance and inservice workshops.*

Central Pennsylvania Regional Resource Center (SMILE)
5601 North Front Street
Harrisburg, PA 17110
(717) 564-1873

Provides extensive ***instructional*** *and* ***evaluation materials*** *in Vocational Education for the LD adolescent and adult.* ***Resource people*** *can provide classroom assistance and inservice workshops.*

Western Pennsylvania Regional Resource Center (REACH)
5347 William Flynn Highway (Route 8)
Gibsonia, PA 15044
(412) 961-0294

Provides extensive ***instructional*** *and* ***evaluation materials*** *in Vocational Education for the LD adolescent and adult.* ***Resource people*** *can provide classroom assistance and inservice workshops.*

Materials Development Center (MDC)
Stout Vocational Rehabilitation Institute
University of Wisconsin — Stout
Menomonie, WI 54751
(715) 232-1342

Distributes a library of information (curriculum guides, evaluation materials, equipment, film strips, films, etc.) on teaching the LD student in Vocational Education. ***Send for their catalog.***

Foundation of Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Distributes a library of information (curriculum guides, evaluation materials, equipment, film strips, films, etc.) on teaching the LD student in Vocational Education. ***Send for their catalog.***

Pennsylvania Association of Vocational Education Special Needs Personnel (PAVESNP)
333 Market Street
Sixth Floor, Box 911
Harrisburg, PA 17108
(717) 787-8022

Provides resource people to assist classroom teachers. Network system for Vocational Education Special Needs legislation and information.

Developed by the Department of Vocational Education, University of Pittsburgh, under a grant from the Pennsylvania Department of Education, 1983.

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D

THE MENTALLY HANDICAPPED STUDENT

GUIDE FOR THE VOCATIONAL EDUCATOR

IDENTIFYING THE MENTALLY HANDICAPPED STUDENT

Mildly mentally handicapped students are coming into your vocational classroom from a society in which they have been **overdosed on failure.** More than any other handicapped group, the mentally handicapped are viewed with misconceptions and prejudice. These are the students the vocational teacher least understands. The following are some myths about the mentally handicapped (MH) student:

Myth - **Mentally handicapped students are dummies.**

Reality - Mildly mentally handicapped students can and do learn; however, they may have trouble with the level of material in your classroom. These students learn in vocational education the same way all students do, **through experience.** MH students may achieve math and reading skills up to the sixth grade level or higher.

Myth - **Mentally handicapped students are "eternal children."**

Reality - MH students do grow up. They develop adult needs, interests, and feelings. Do not "talk down" to MH students or pat their heads!

Myth - **Mentally handicapped students cannot control their actions or feelings.**

Reality - MH students are just as much in control as other students, but they **have** experienced more failures and frustrations in school. They seek security, recognition, and a sense of belonging, just as all of us do.

Myth - **Mentally handicapped students look "different."**

Reality - Individuals with Down syndrome look more like each other than like their families. **Accept** these students for what they are and for what they can do instead of rejecting them for their appearance or what they cannot do!

Myth - **Mentally handicapped students are mentally ill.**

Reality - Mentally handicapped students are slower intellectually but are otherwise like all students. Most MH students have very good emotional health and are eager to learn in your classroom.

Myth - **Mentally handicapped students are totally dependent on society.**

Reality - The vast majority of mentally handicapped students are employable. They are capable of much, even total independence. They need, however, vocational training to achieve this independence.

TEACHING STRATEGIES TO HELP THE MH STUDENT SUCCEED IN THE VOCATIONAL CLASSROOM

Mildly mentally handicapped students may need more time to accomplish a vocational skill. Try the following to help the student feel successful in vocational education:

1. Use special textbooks and materials which are adapted for the slow learner; e.g., large print with pictorial illustrations of tasks.
2. Modify your own teaching materials; e.g., **color code** a recipe and kitchen measuring equipment.
3. Meet this student's parents. Ask about the student's experience; e.g., using woodworking, plumbing, or cooking tools.
4. Use concrete examples and plain language.
5. Be consistent in requests and directions.
6. Become a member of the **IEP** team!
7. Talk to the MH student about interests and goals.
8. Organize classwork by giving each student a calendar outlining each day's tasks.
9. **Do task analysis.** Break down each process of a task into its component parts.
10. Prepare a folder for each student's use in the classroom. Detail the exact task, supplies needed, and cleanup procedure required.
11. Demonstrate. Then let the student practice.
12. Use programmed material and video tapes of your demonstrations. These help the student to review the task until mastery is achieved.
13. Do not begin a new assignment or project until the old one is mastered.
14. Use a peer tutor to help this student take notes, stay on task, or review for a test.
15. **Repeat, repeat, repeat** to ensure overlearning!
16. Slow the pace of instruction.
17. **Praise, praise, praise** after successful completion of each task!
18. Tape-record handouts, reading assignments, and tests to eliminate reading problems. Try performance tests or use pictures of tools/tasks for evaluation.
19. Allow the student extra time to complete activities.

ADDITIONAL SOURCES OF HELP

Get help for your mentally handicapped students! Ask their special education teacher to visit your vocational class and offer suggestions for teaching/learning techniques. Secure the help of the mentally handicapped coordinator at your local Intermediate Unit to arrange for a tutor or reader to help students understand your text book and class assignments. Additional help can be requested from:

Eastern Pennsylvania Regional
Resource Center (RISE)
1013 West Ninth Avenue
King of Prussia, PA 19406
(215) 265-7321

*Provides extensive instructional and evaluation materials in Vocational Education for the MR adolescent and adult. **Resource people** can provide classroom assistance and inservice workshops.*

Western Pennsylvania Regional
Resource Center (REACH)
5347 William Flynn Highway (Route 8)
Gibsonia, PA 15044
(412) 961-0294

*Provides extensive instructional and evaluation materials in Vocational Education for the MR adolescent and adult. **Resource people** can provide classroom assistance and inservice workshops.*

Central Pennsylvania Regional
Resource Center (SMILE)
5601 North Front Street
Harrisburg, PA 17110
(717) 564-1873

*Provides extensive instructional and evaluation materials in Vocational Education for the MR adolescent and adult. **Resource people** can provide classroom assistance and inservice workshops.*

Pennsylvania Association for
Retarded Citizens (PARC)
1500 North Second Street
Harrisburg, PA 17102
(717) 234-2621

*Visit your local ARC and see **equipment** and **vocational curriculum modifications.** Ask them to visit your program to provide helpful ideas. Can assist in job counseling and placement.*

Foundation of Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

*Distributes vocational **curriculum materials** and guides for MR adolescents and adults.*

Pennsylvania Association of Vocational
Education Special Needs Personnel
(PAVESNP)
333 Market Street
Sixth Floor
Box 911
Harrisburg, PA 17108
(717) 787-8022

*Provides **resource people** to assist classroom teachers. Network for Vocational Education Special Needs legislation and information.*

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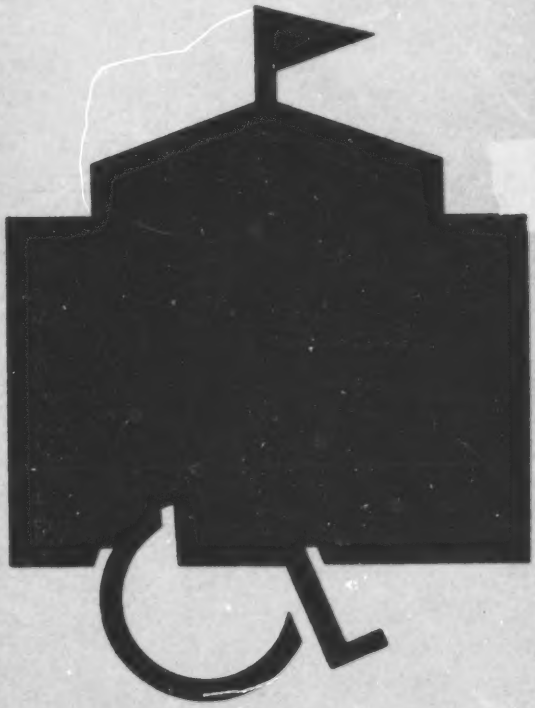
E

THE PHYSICALLY HANDICAPPED STUDENT



GUIDE FOR THE VOCATIONAL EDUCATOR

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IDENTIFYING THE PHYSICALLY HANDICAPPED STUDENT

While teaching the physically handicapped (PH) student, focus on what the student can do instead of stressing what the student cannot do. **But, do not ignore the handicap!** Meet with the student before class begins. Learn the exact nature of the disability and point out the barriers to learning that exist in your classroom. Keep a close contact with the coordinator for the physically/orthopedically handicapped at your local Intermediate Unit. Ask the school nurse to explain the physical handicap. The most common physical handicaps of vocational students are:

- Brain injury and neuromuscular impairments: strokes, some kinds of epilepsy, cerebral palsy. Students experience limb paralysis and speech difficulties.
- Spinal cord injury: broken neck or back, spina bifida. Students experience limb paralysis and loss of control of elimination.
- Orthopedic problems: amputation, deformities of the spine or limbs, cleft palate. Students must often deal with an uncomfortable prosthesis or brace or frequent surgery.
- Degenerative conditions: muscular dystrophy, multiple sclerosis. Students experience weakness of hands and/or legs. Condition can stabilize or get progressively worse.

- Chronic health problems: diabetes, hemophilia, heart disease, arthritis, asthma, severe allergies. Students usually require daily medication and prompt emergency attention.

Give the PH student the **right** to succeed or fail in your classroom. Remember, a person in a wheelchair has a mind which functions as well as or better than non-handicapped students.

Environmental rather than intellectual limitations may prevent these students from succeeding in vocational education. Modifications for the PH student may require some physical changes in the classroom, equipment and lavatory accessibility. In your program, analyze the following elements between the learning environment and the physical limitations of the students.

- **Distance** — the space the students, in wheelchairs or on crutches, must transport themselves and materials to complete a vocational skill.
- **Force** — the amount of pressure the students, in wheelchairs or those with weakened hands, must exert to operate equipment.
- **Reach** — the distance students, in wheelchairs or on crutches, can reach and still maintain their balance.
- **Time** — the PH students may require additional time to learn a vocational task.
- **Body Movements** — the PH students may have palsy, tremors, or involuntary arm/leg movements that interfere with the completion of vocational skills.

TEACHING STRATEGIES TO HELP THE PH STUDENT SUCCEED IN THE VOCATIONAL CLASSROOM

Remember that the PH student must adjust to employment in a non-handicapped world. Limit the number of classroom, equipment and tool modifications. Make only those changes necessary for learning success in the vocational classroom. Here are some specific suggestions for the PH student:

1. Provide access for wheelchairs, canes, and other devices. Give the wheelchair student a "key hole" desk or lap board for note-taking.
2. **Simulate the handicap**; e.g., operate equipment from a seated position or with one hand or without the use of two fingers, etc.,. THEN,
3. Prepare a task analysis of what the PH student must do to overcome the handicap in your classroom.
4. **Assign a peer tutor.** Ask this student to assist with mobility during and between classes. Give the peer tutor a piece of carbon paper to take duplicate notes.
5. Install guard devices and machine switches that are controlled by the elbow, foot, knee, or shoulder.
6. Call the local organization serving the student's **particular** handicap: e.g., United Cerebral Palsy. These agencies have consultants and funding available for local schools.
7. Contact the school district's occupational or **physical therapist** to help you modify equipment and facilities.
8. Place semi-stationary equipment on variable-height bases.
9. Make **extra-large handles** for hand tools for easier use by a student with weak hands.
10. Install batwing handles on faucets. These require minimal manual dexterity.
11. Have the student with a weak grip prepare written work with large magic markers.
12. Provide a tape recording of lectures and instructions or a synopsis sheet of important points for the student who cannot grip a pencil for note taking, AND,
13. Provide alternative testing techniques if needed: e.g., **a tape-recorded test** with time left for recorded answers, an oral test, or a performance test.
14. Allow time for rest. Speed is not always an indication of ability.
15. Know emergency procedures for students with epilepsy, diabetes, hemophilia, etc. Be prepared to act quickly in a crisis. Ask another teacher to serve as a back-up helper.

ADDITIONAL SOURCES OF HELP

There are many agencies to help the vocational educator meet the needs of the physically handicapped student. Here are some suggestions:

United Cerebral Palsy Association
1718 North Second Street
Harrisburg, PA 17102
(717) 234-2981

*Write or call to locate the local chapter address. **Resource persons** will come to your classroom to offer technical advice. **Funding** available to adapt classrooms and equipment for each handicap.*

Easter Seal Society
P.O. 497, Box #1
Eulling Mill Road
Middletown, PA 17057
(717) 939-7801

*Write or call to locate the local chapter address. **Resource persons** will come to your classroom to offer technical advice. **Funding** available to adapt classrooms and equipment for each handicap.*

Muscular Dystrophy Association of America
810 Seventh Avenue
New York, NY 10019
(212) 586-0808

*Write or call to locate the local chapter address. **Resource persons** will come to your classroom to offer technical advice. **Funding** available to adapt classrooms and equipment for each handicap.*

Elwyn Institute & National Rehabilitation Center
4040 Market Street
Philadelphia, PA 19104
(215) 895-5500

*Provides individual evaluation, counseling, training, **job placement** for all handicapped adolescents and adults. Visit to see job training materials equipment and curriculum adaptations for PH students. **Resource persons** will come to your classroom.*

Center for Independent Living
Harmarville Rehabilitation Center
Guys Run Road
Pittsburgh, PA 15238
(412) 781-5700

*Provides individual evaluation, counseling, training, **job placement** for all handicapped adolescents and adults. Visit to see job training materials, equipment, and curriculum adaptations for PH students. **Resource persons** will come to your classroom.*

Rehabilitation Institute of Pittsburgh
1426 Denniston Avenue
Pittsburgh, PA 15217
(412) 621-9000

*Provides individual evaluation, counseling, training, **job placement** for all handicapped adolescents and adults. Visit to see job training materials, equipment, and curriculum adaptations for PH students. **Resource persons** will come to your classroom.*

Materials Development Center (MDC)
Stout Vocational Rehabilitation Institute
University of Wisconsin — Stout
Menomonie, WI 54751
(715) 232-1342

*Provides a library of information (curriculum guides, films, equipment) on teaching all handicaps in vocational education. Specializes in **equipment modifications** for PH students. Send for their catalog.*

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F

THE VISUALLY IMPAIRED STUDENT

GUIDE FOR THE VOCATIONAL EDUCATOR

IDENTIFYING THE VISUALLY IMPAIRED STUDENT

Altogether, more than five percent of our vocational students may be visually impaired. Several different sight characteristics are defined in the term "visual impairment."

- Visually impaired

  Students are said to be "visually impaired" if they are either functionally blind or partially sighted. The term "blind" is usually used only for those students who have a complete loss of sight.

- Functionally blind

  Students are said to be "functionally blind" if the vision in the better eye, even with the help of corrective lenses, is either absent or consists only of light perception or light projection.

- Legally blind

  "Legally blind" students are those whose vision in the better eye, even with the help of corrective lenses, is no better than 20/200.

- Partially sighted

  Students who are "partially sighted" find that the vision in their better eye, even with the help of corrective lenses, is no better than 20/70.

Being visually impaired (VI) can affect a student's life style, study habits, mobility and, most profoundly, the student's interpersonal relationships. You can do much to remove the barriers between the visually impaired student and the vocational education learning environment.

Loss of sight doesn't mean loss of hearing. Speak directly to the VI student; not to another student, teacher or parent as if they were interpreters. Use the **same** curriculum and evaluation for all students. Employment and integration into sighted society are the long range goals of vocational education for the visually impaired student.

There are six major barriers that must be overcome to attain those long range goals:

- Architectural

  (mobility/transportation problems)

- Attitudinal

  (acceptance by vocational teachers, employers, and co-workers)

- Educational

  (counseling/training for appropriate vocation)

- Occupational

  (placement in supervised vocation)

- Legal

  (eligibilty for state and federal educational funding)

- Personal

  (reaction to visual impairment)

TEACHING STRATEGIES TO HELP THE VI STUDENT SUCCEED IN THE VOCATIONAL CLASSROOM

Talk to the student on a person-to-person level. Don't be afraid to use words like "see" and "look." Learn how the student copes with vision problems: some are very skillful in using a limited amount of vision and may have developed individualized methods of learning. Approaches to consider in the classroom are:

1. Ask the publisher of your textbook if a **large-print edition** is available.
2. Help the student with mobility. When the classroom is empty, show the student where things are in the class and lab.
3. Try to keep ciruclation areas clear of obstructions. If the classroom is rearranged, make sure the visually impaired student knows.
4. Provide well-lighted working areas. Work surfaces should have the light evenly distributed and be free of glare. Work surfaces also need to be adjustable to allow the student to get visually close.
5. **Assign a peer tutor.** This should be someone willing to assist, answer questions, and help the VI student to become as independent as possible. Give the peer tutor a sheet of carbon paper to take duplicate notes.
6. **Tape-record lectures** and tests to eliminate writing for the student.
7. Mimeograph handouts, using pale green paper and black ink. This handout will reflect less light than the purple "ditto" on white paper and be easier to read. If possible, use a "primary" (large print) typewriter.
8. Use the overhead projector. The image projected is often larger and clearer than chalkboard writing.
9. Use dull finish, lined paper and magic markers to communicate written instructions to the student.
10. Say the words out loud as you write on the chalkboard. This helps the student follow along with the rest of the class.
11. Equipment may require safety modifications, extra guards, central power control switches or other specially-designed adaptations. These adaptations can be provided at low cost by the **American Foundation for the Blind.** ALSO,
12. Contact the **Foundation** for specially-designed measuring tools; e.g., audible multimeter, audible electronic level, brailled ruler, talking calculators/cash registers, templates, drill guides, and audible light probes that measure the operating status of machines.
13. Ask the **local telephone company** to modify equipment by replacing signal lights with buzzers.
14. Use a label maker, liquid solder, white glue, or staples to indicate the markings on equipment, control switches, irons, patterns, rulers, etc.

ADDITIONAL SOURCES OF HELP

There are many people and agencies to help the vocational educator meet the needs of the visually impaired student in the classroom, shop, or lab. Your first contact should be the student's special education teacher. Additional information can be requested from:

American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212) 620-2000

*Provides **large print, braille,** or **audible** equipment, patterns, tools and measuring devices on a **free loan** or grant basis. Write for their catalog.*

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40206
(502) 895-2405

*Provides **large print, braille,** or **audible** equipment, patterns, tools and measuring devices on a **free loan** or grant basis. Write for their catalog.*

Pennsylvania Association for the Blind
Executive Office
2843 North Front Street
Harrisburg, PA 17110
(717) 234-3261
or call your local chapter

*Provides resource persons to assist in program or **equipment modifications. Funds** new programming.*

Pennsylvania Materials Center for the
Visually Handicapped
4400 Franklin Street
Harrisburg, PA 17111
(717) 564 1873

*Provides free loan of curriculum materials and equipment; e.g., large print or tapes of **books, recipes, patterns,** and **magnifiers.***

Association for the Education of the
Visually Handicapped
919 Walnut Street
Philadelphia, PA 19107
(215) 923-7555

*Provides free loan of curriculum materials and equipment; e.g., large print or tapes of **books, recipes, patterns,** and **magnifiers.***

Goodwill Industries of America
9200 Wisconsin Avenue
Washington, DC 20014
(301) 530-6500

*Write or call to locate the local chapter address. Provides individual evaluation, counseling, training, **job placement** for all handicapped adolescents and adults.*

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The Student with Special Needs

A Guide for Vocational Educators

INTRODUCTION

The objective of this booklet is to help you, the vocational educator, to develop awareness of what it is like to be a disadvantaged or handicapped student and to identify how students with specific handicaps learn. This booklet will enable you to utilize techniques and strategies needed to teach the special student and to make appropriate curriculum modifications which will help this student succeed in the vocational classroom.

Focus on what this student can do instead of stressing what the student cannot do! Remember, the disadvantaged or handicapped student is more like than unlike you. This student has the same wants, desires, strengths, and abilities as all students, but must learn through different modes. Help this student gain self-confidence and a job skill by being successful in at least one class — yours!

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WHAT'S IT LIKE TO BE AN ACADEMICALLY DISADVANTAGED STUDENT?

The academically disadvantaged students who enter your vocational program may not be equipped to meet your program goals because they lack basic learning tools. For example:

They cannot read learning materials near or at their grade level.

They cannot perform job-related written tasks.

They cannot perform job-related mathematical computations.

They do not have good listening skills.

They do not have an average vocabulary or standard knowledge base.

These learning deficits occurred because of inadequate social and/or school preparation. Your academically disadvantaged students kept falling farther and farther behind average academic standards. Now they require special services and teaching strategies to help them "catch up" to your vocational program standards.

HOW DO ACADEMICALLY DISADVANTAGED STUDENTS TYPICALLY BEHAVE IN A VOCATIONAL CLASSROOM?

Because of their academic disadvantage, these students have low self-esteem and a self-limiting learning style. Are these student behaviors familiar?

They are often tardy or absent.

They either "act out" or they try to avoid your attention.

The prefer to work alone, even then they need to work with others.

They rarely ask you or their fellow students any questions.

They have poor self-direction.

They rely heavily on modeling for direction and feedback.

They prefer the spoken word to the written word.

They get frustrated over exceptions to rules.

They want to learn "how" before they learn "why."

They have trouble understanding abstract concepts.

The result is frustrated students and frustrated teachers. Effective instructional strategies and learning materials will help you meet this teaching challenge.

A SUPPORTIVE AND RELEVANT VOCATIONAL PROGRAM CAN MEET THE CHALLENGE OF THE ACADEMICALLY DISADVANTAGED STUDENT

What teaching strategies will help?

Link your theory to hands-on application and job relevance. Theory will become more "concrete" and less "abstract."

Display your class competency progress chart — it tells your students what they have done and what they are going to do.

Present concepts and information in a clear, organized way:

- Break down concepts into small units.
- Use your chalkboard and "hand-outs" to summarize important information.

Give clear and frequent feedback. Use evaluation check-lists for each job.

Use a variety of ways to present the same information: demonstration, audio visuals, lecture, role play, written materials, etc.

Offer help when your students need to use their weak academic skills, but **expect reasonable performance for their final "jobs."**

Be "boss" as well as teacher. Work conditions should be **real.**

Use students as "peer teachers," but show them how to help students without "doing it for them."

Structure your class into cooperative groups or teams for part of your instructional format.

These teaching strategies support your students toward standard terminal performance objectives.

What learning materials will help?

Use clear learning materials with these characteristics:

- Short direct sentences. Introductory clauses or long sentences are confusing.
- Easy-to-read vocabulary and everyday language. It is not necessary to be "academic" in a vocational world.

- Correct trade terms. Final trade standards are important.
- Clear illustrations. Pictures are worth thousands of words.
- Written materials that are clearly typed and reproduced. Hand-written and blurry ditto sheets are confusing to all of us.
- A lot of white space. Too much printed matter on a page "turns off" the academically disadvantaged student.
- Audio-visual materials should be easy to understand and reasonably paced.

These easy-to-understand materials become an important bridge to more difficult materials used in advanced training and on the job. Use varied learning materials. Each kind has a special purpose:

- **Written Materials.** These materials help your students to review what you taught them. They also help students to help each other when you are not available.
- **Audio Visual Materials.** Audio visuals add interest. They are particularly important to students who read poorly.
- **Hands-on Materials.** These materials are "for real" to your disadvantaged students. They are the "grist" of your vocational education mill and form the core of your learning materials package.

When you use varied materials to teach the same lesson, you give your students several ways to learn the same information or skill. Use the most **relevant** materials at the most relevant time:

- When you teach a skill, use hands-on materials as soon as possible. Charts and diagrams have less meaning than actual tools and equipment.
- Use hands-on activities to "turn your students on" to theory. More of your theory becomes relevant **after** hands-on experiences.
- Use the same kind of reference materials your students will use on the job (auto manuals, commercial recipes, etc.).
- Use time clocks and stop watches to increase the relevance of the final phase of training. Your students will learn to "hustle" toward a competitive employment level.

Your disadvantaged students will respond to this relevance because it reminds them that they are preparing for jobs and not just "playing school."

WHAT'S IT LIKE TO BE A LEARNING DISABLED STUDENT?

In the vocational classroom, four of every five students may have some form of learning disability. A "learning disability" is a problem understanding or using the spoken or written word. Boys seem to be more affected by learning disabilities than girls. The learning disabled (LD) student may have difficulty listening, reading, talking, writing, spelling, or with math.

There is a pattern of typical behavior which characterizes the LD student. Look for the following:

- Short attention span: the "trouble-maker"
- Impulsive behavior: truancy
- Poor penmanship: reversed letters/words
- Motor incoordination: messy work
- Hyperactivity (restless, nervous)
- Poor organization of tasks
- Difficulty in handling language: e.g., "propane" becomes "profane"
- Failure to complete projects
- Inability to recognize spatial concepts/measurements/written directions
- Slow reading ability/weak comprehension/lip-reading/word-by-word reading
- Poor oral communications skills
- Negative self-image

The LD student is not mentally handicapped. Indeed, the intelligence quotients of LD students are usually above average. Albert Einstein and Franklin Delano Roosevelt are two examples of learning disabled people who overcame their problem to achieve much in their lifetimes. The LD student has a barrier to learning that you can recognize and circumvent.

WHAT TEACHING STRATEGIES WILL HELP THE LD STUDENT?

Seek help for the LD student and for yourself from the guidance counselor, principal, school psychologist, psychometrist, and special education teacher in your school. Become a part of the IEP (Individualized Educational Plan) team. Request that the LD student be placed in remedial reading, math or speech classes. Additional strategies to help the LD student succeed in your classroom are:

- Utilize a variety of tactile, visual, and auditory learning experiences.
- Assign a peer tutor to help the student review difficult reading material.
- Prepare a **synopsis sheet** or **tape recording** of lectures, new words, or definitions. LD students are poor note takers. OR,
- Give a competent student a sheet of carbon paper to make duplicate notes of lectures.
- Write a series of note cards containing one-word "cues" to help the student sequence the major steps of a process; e.g., Remove, Clean, Prime, Paint, Buff. THEN,
- Ask the student to look, **trace**, and "say out loud" each word. AND/OR,
- Use the first letter of each process for a word to help in the recall process; e.g., Remove, Clean, Prime, Paint, Buff = R-C-P-P-B = Rob Can Put Paint Back.
- Provide a typewriter or calculator as tools to help the LD students when they cannot write.
- Provide additional time to complete work. Keep homework minimal.
- Give oral or tape-recorded tests. LD students have difficulty writing test answers. Students can answer orally to the teacher or on tape.
- **Clip a notecard** to the student's textbook; write the daily assignments on the card.
- Slow the pace of instruction.

Remember, asking for help with a student is not a sign of a weak teacher but of a **caring** one!

WHAT'S IT LIKE TO BE A MENTALLY HANDICAPPED STUDENT?

Mildly mentally handicapped students are coming into your vocational classroom from a society in which they have been **overdosed on failure.** More than any other handicapped group, the mentally handicapped are viewed with misconceptions and prejudice. These are the students the vocational teacher least understands. The following are some myths about the mentally handicapped (MH) student:

Myth - Mentally handicapped students are dummies.

Reality - Mildly mentally handicapped students can and do learn; however, they may have trouble with the level of material in your classroom. These students learn in vocational education the same way all students do, through experience. MH students may achieve math and reading skills up to the sixth grade level or higher.

Myth - Mentally handicapped students are "eternal children."

Reality - MH students do grow up. They develop adult needs, interests, and feelings. Do not "talk down" to MH students or pat their heads!

Myth - Mentally handicappd students cannot control their actions or feelings.

Reality - MH students are just as much in control as other students, but they have experienced more failures and frustrations in school. They seek security, recognition, and a sense of belonging, just as all of us do.

Myth - Mentally handicapped students look "different."

Reality - Individuals with Down syndrome look more like each other than like their families. Accept those students for what they are and for what they can do instead of rejecting them for their appearance or what they cannot do!

Myth - Mentally handicapped students are totally dependent on society.

Reality - The vast majority of mentally handicapped students are employable. They are capable of much, even total independence. They need, however, vocational training to achieve this independence.

WHAT TEACHING STRATEGIES WILL HELP THE MH STUDENT?

Get help for your MH students! Ask their special education teacher to visit your vocational class and offer suggestions for teaching/learning techniques. Request the MH coordinator at your local Intermediate Unit to arrange for a tutor or reader to help students understand your textbook and class assignments.

Changes in curriculum and materials might include:

- Use special textbooks and materials which are adapted for the slow learner: e.g., large print with pictorial illustrations of tasks.
- Modify your own teaching materials: e.g., **color code** a recipe and kitchen measuring equipment.
- Prepare a folder for each student's use in the classroom. Detail the exact task, supplies needed, and cleanup procedure required.
- Use a peer tutor to help the student take notes, stay on task, or review for a test.
- **Tape-record handouts**, reading assignments, and tests to eliminate reading problems. Try performance tests or use pictures of tools/tasks for evaluation.
- Organize classwork by giving each student a calendar outlining each day's tasks.

Changes in teaching methods might include:

- **Repeat, repeat, repeat** to ensure over-learning.
- Use concrete examples and plain language.
- Be consistent in requests and directions.
- Do not begin a new assignment or project until the old one is mastered.
- **Do task analysis.** Break down each process of a task into its component parts.
- Demonstrate. Then let the student practice.
- Slow the pace of instruction.
- Praise, praise, praise after successful completion of each task.

Help the mildly mentally handicapped student feel successful in at least one class — yours!

WHAT'S IT LIKE TO BE A PHYSICALLY HANDICAPPED STUDENT?

While teaching the physically handicapped (PH) student, focus on what the student can do instead of stressing what the student cannot do. **But, do not ignore the handicap.** Meet with the student before class begins. Learn the exact nature of the disability, and point out the barriers to mobility that interfere with learning. Stay in close contact with the coordinator for the physically/orthopedically handicapped at your local Intermediate Unit. Ask the school nurse to explain the physical handicap. The most common physical handicaps of vocational students are:

- Brain injury and neuromuscular impairments: strokes, some kinds of epilepsy, cerebral palsy. Students experience limb paralysis and speech difficulties.
- Spinal cord injury: broken neck or back, spina bifida. Students experience limb paralysis and loss or control or elimination.
- Orthopedic problems: amputation, deformities of the spine or limbs, cleft palate. Students must often deal with an uncomfortable prosthesis or brace or frequent surgery.
- Degenerative conditions: muscular dystrophy, multiple sclerosis. Students experience weakness of hands and/or legs. Condition can stabilize or can get progressively worse.
- Chronic health problems: diabetes, hemophilia, heart disease, arthritis, asthma, severe allergies. Students usually require daily medication and prompt emergency attention.

Environmental rather than intellectual limitations may prevent these students from succeeding in vocational education. In your program, analyze the following elements between the learning environment and the physical limitations of the student.

- **Distance** — the space the students, in wheelchairs or on crutches, must transport themselves and materials to complete a vocational skill.
- **Force** — the amount of pressure the students, in wheelchairs or those with weakened hands, must exert to operate equipment.
- **Reach** — the distance students, in wheelchairs or on crutches, can reach and still maintain their balance.
- **Time** — the PH students may require additional time to learn a vocational task.

WHAT TEACHING STRATEGIES WILL HELP THE PH STUDENT?

Remember that the PH student must adjust to employment in a non-handicapped world. Limit the number of classroom, equipment, and tool modifications. Make only those necessary for learning success in the vocational classroom. Here are some specific suggestions for the PH student:

- **Simulate** the handicap; e.g., operate equipment from a seated position or with one hand or without the use of two fingers, etc. THEN,
- Prepare a task analysis of what the PH student must do to overcome the handicap in your classroom.
- Assign a peer tutor. Ask this student to assist with mobility during and between classes. Give the peer tutor a piece of carbon paper to take duplicate notes. Install guard devices and machine switches that are controlled by the elbow, foot, knee, or shoulder.
- Call the local organization serving the student's **particular** handicap; e.g., United Cerebral Palsy. There agencies have consultants and funding available for local schools.
- Contact the school district's occupational or **physical therapist** to help you modify equipment and facilities.
- Place semi-stationary equipment on variable-height bases.
- Make **extra-large handles** for hand tools for easier use by a student with weak hands.
- Provide a tape recording of lectures and instructions or a synopsis sheet of important points for the student who cannot grip a pencil for note taking. AND,
- Provide alternative testing techniques if needed; e.g., a **tape-recorded test** with time left for recorded answers, an oral test, or a performance test.
- Know emergency procedures for students with epilepsy, diabetes, hemophilia, etc. Be prepared to act quickly in a crisis. Ask another teacher to serve as a back-up helper.
- Give the PH student the **right** to succeed or fail in your classroom. Remember, a person in a wheelchair, has a mind which functions as well as or better than non-handicapped students.

WHAT'S IT LIKE TO BE A HEARING IMPAIRED STUDENT?

The hearing impaired student often appears inattentive and disinterested, fails consistently to respond when questioned, or interrupts a conversation, seemingly unaware that someone else is talking. A hearing impaired (HI) student falls into one of two general categories:

- Hard-of-hearing individuals have some ability to hear and understand the spoken word. Although some words are audible, they are not always clear. Sounds are not necessarily just softer to a hard-of-hearing individual. Words may be garbled and distorted, making it difficult to understand a verbal message.
- Deaf persons cannot hear or understand the spoken word. They may respond to loud noises or vibrations, but are usually unable to understand speech without visual clues.

Your deaf students' speech or vocabulary does not necessarily indicate their intellectual strengths and capabilities. Deafness does not imply brain damage; deafness is caused by malfunctioning in the hearing process which may affect other functions, such as speech.

Build a good rapport with your hearing impaired student. Discuss the best method for communication with each other. One or more communication methods might be used: sign language; finger-spelling; lip-reading; speech; hearing aid; and writing. Lip-reading is a difficult skill to learn and use; approximately 40-60 percent of the sounds in the English language look just like some other sound on the lips.

It is important to know when the student became hearing impaired. If the loss occurred before the age of five, speech and language must be taught rather than learned naturally; this speech is likely to be mechanical and difficult to understand. If the student acquired the loss later in life, the reaction to accepting or rejecting the necessary life changes can also require special attention.

WHAT TEACHING STRATEGIES WILL HELP THE HI STUDENT?

By getting to know your HI student, identifying the degree of hearing loss, and understanding that student's method of communication, you will learn what needs to be done in your classroom. Try the following strategies to insure success for the hearing impaired in the vocational classroom:

- Place the student close to the sound or speaker and away from windows or hallways.
- Speak clearly and precisely. Avoid exaggerated lip movement. Use short sentences. **Stand still when speaking.** Lighting should fall on your face.
- Be sure the student is attending (actively listening). Language is the main handicap for the HI student; e.g., word endings (-s, -ed, -ing) are often omitted. Correct pronounciations kindly.
- Use diagrams. Place key words or directions on the chalkboard or on handouts to augment verbal lectures. Use as many visuals as possible. Give the student an outline of each lecture.
- Do not turn your back to the student when explaining something on the chalkboard or cover your face with hands or a book. Shouting distorts speech and will not make the student hear.
- Seat your class in a semi-circle, if possible. This allows the HI student to see all speakers.
- Pair the student with a **peer tutor** to review lecture notes. Have the "buddy" carefully reinforce all safety regulations of the shop or lab.
- Be aware of safety hazards which require a warning signal. Flashing lights can replace buzzers. The **local telephone company** can install lights on phones, typewriters, timers, and emergency-stop switches.
- Install a red light next to the switch to indicate a machine in operation.
- Most HI students are immediately aware of safety hazards, through visual and/or tactile cues (vibrations).
- Ask the special education department for an interpreter to attend classes with the HI student if you find that this student is missing too much of the classroom communication.

WHAT'S IT LIKE TO BE A VISUALLY IMPAIRED STUDENT?

Altogether, more than five percent of our vocational students may be visually impaired. Several different sight characteristics are defined in the term "visual impairment."

- Visually impaired

  Students are said to be "visually impaired" if they are either functionally blind or partially sighted. The term "blind" is usually used only for those students who have a complete loss of sight.

- Functionally blind

  Students are said to be "functionally blind" if the vision in the better eye, even with the help of corrective lenses, is either absent or consists only of light perception or light projection.

- Legally blind

  "Legally blind" students are those whose vision in the better eye, even with the help of corrective lenses, is not better than 20/200.

- Partially sighted

  Students who are "partially sighted" find that the vision in their better eye, even with the help of corrective lenses, is no better than 20/70.

Being visually impaired (VI) can affect a student's life style, study habits, mobility and, most profoundly, the student's interpersonal relationships. You can do much to remove the barriers between the visually impaired student and the vocational education learning environment.

Loss of sight doesn't mean loss of hearing. Speak directly to the VI student; not to another student, teacher, or parent as if they were interpreters. Use the **same** curriculum and evaluation for all students. Employment and integration into sighted society are the long range goals of vocational education for the visually impaired student.

WHAT TEACHING STRATEGIES WILL HELP THE VI STUDENT?

Approaches to consider in the classroom are:

- Ask the publisher of your textbook if a large-print edition is available.
- Help the student with mobility. When the classroom is empty, show the student where things are in the class and lab.
- Assign a peer tutor. This should be someone willing to assist, answer questions, and help the VI student to become as independent as possible. Give the peer tutor a sheet of carbon paper to take duplicate notes.
- **Tape record lectures** and tests to eliminate writing for the student.
- Mimeograph handouts using pale green paper and black ink. This handout will reflect less light than the purple "ditto" on white paper and be easier to read. If possible, use a "primary" (large print) typewriter.
- Use the overhead projector. The image projected is often larger and clearer than chalkboard writing.
- Equipment may require safety modifications, extra guards, central power-control switches, or other specially-designed adaptations. These adaptations can be provided at low cost by the **American Foundation for the Blind. ALSO,**
- Contact the **Foundation** for specially-designed measuring tools: e.g., audible multimeter, audible electronic level, brailled ruler, talking calculators/cash registers, templates, drill guides, and audible light probes that measure the operating status of machines.
- Ask the **local telephone company** to modify equipment replacing signal lights with buzzers.
- Use a label maker, liquid solder, white glue, or staples to indicate the markings on equipment, control switches, irons, patterns, rulers, etc.

Talk to the student on a person-to-person level. Don't be afraid to use words like "see" and "look." Learn how the student copes with vision problems: some are very skillful in using a limited amount of vision and may have developed individualized methods of learning.

WHAT'S IT LIKE TO BE AN EMOTIONALLY HANDICAPPED STUDENT?

The emotionally handicapped student can be any size, shape, or heritage. This prevalent handicap may be difficult to identify. What distinguishes this student from others is that behaviors are more frequent, consistent, and intense. They interfere with the student's own growth. Patterns of behavior that appear most frequently are:

- Unusual or sloppy dress and personal hygiene
- A short attention span
- Frequent displays of anger and hostility or anxious, withdrawn, and introverted behavior
- Immature and inappropriate behavior
- Failure to relate well to classmates
- Lack of self-confidence
- Obsession with an idea or interest
- Insensitivity to individual differences
- An abnormal concern for health and illnesses
- Underachievement in academic areas
- Display of annoying mannerisms: e.g., humming, singing, joking, tapping, bragging
- A frequent daydreamer
- Display of negative self-concept
- Dependence on the teacher for frequent approval of all activities

The first step in helping EH students is to confer with them and their parents. Disturbing classroom behaviors are the outward sign of inner personal turmoil. Anger, depression, fear, anxiety are all very painful emotions. Feelings of not being loved or respected are the basis of these maladaptive behaviors. Communication, problem solving, and behavior management techniques are useful teaching tools in building a positive self-concept in vocational education for the emotionally handicapped student.

Be aware that emotionally handicapped (EH) students want to learn in your classroom. They may look disinterested, slump in their seats, never volunteer, be frequent absentees, or display aggressive or withdrawn behavior. The reason for such behavior is usually a lack of self-confidence; so, begin by helping this student feel successful in at least one class — **yours!**

WHAT TEACHING STRATEGIES WILL HELP THE EH STUDENT?

All students need a calm, orderly, structured learning environment that provides consistent discipline. The EH student particularly depends on the vocational teacher to help stay "on track." Several teaching strategies you should try are:

- **Make a student-teacher contract.** The student must complete work or correct a behavior in a certain manner in a stated period to time — usually 2-3 days. Give rewards for good classroom behavior or work completed on time.
- Listen actively and "mirror" back what the student says so that you can understand and communicate.
- Be a role-model for the peer group to imitate.
- Consistently point out and clarify the relationship between the student's behavior and consequences. Do this in **private** interaction with the student.
- **Encourage** interpersonal communication.
- Provide opportunities for success. Maximize success, minimize failure. **Catch** the student being good!
- Provide a peer tutor to work with and emphathize with the student.
- TLC. Give the student some extra attention and tender loving care — a handshake, nod, wink, pat on the back.
- Remove distractions when possible; e.g., blinking lights, repetitious noise, a warm or stuffy classroom.
- **Warn** of difficult situations beforehand.
- Ask instead of commanding.
- Emphasize contributions that the student has made.
- Avoid surprises or sudden changes in procedure.
- Finally, contact the school psychologist or Intermediate Unit consultant for the emotionally disturbed attached to your school system. Ask the psychologist or consultant to observe the student in your classroom to collect base-line date (the when, why, how, and frequency) of the inappropriate behavior and to work with the student on **correcting** the behavior.

ADDITIONAL RESOURCES

Remember, you are not alone in your efforts to meet the needs of the handicapped student in the shop, class, or lab. The first place to check is your school's special education unit. Keep close contact with the special education coordinators of your local Intermediate Unit. Join the IEP team! Vocational education for the handicapped must be a **cooperative** effort. Additional help can be requested from:

Western Pennsylvania Regional
Resource Center (REACH)
5347 William Flynn Highway
(Route 8)
Gibsonia, PA 15044
(412) 961-0294

*Provides extensive instructional and evaluation materials in Vocational Education for the handicapped adolescent and adult. **Resource people** can provide classroom assistance and inservice workshops.*

• • • •

Central Pennsylvania Regional
Resource Center (SMILE)
5601 North Front Street
Harrisburg, PA 17110
(717) 564-1873

*Provides extensive instructional and evaluation materials in Vocational Education for the handicapped adolescent and adult. **Resource people** can provide classroom assistance and inservice workshops.*

• • • •

Eastern Pennsylvania Regional
Resource Center (RISE)
1013 West Ninth Avenue
King of Prussia, PA 19406

*Provides extensive **instructional** and **evaluation materials** in Vocational Education for the handicapped adolescent and adult. **Resource people** can provide classroom assistance and inservice workshops.*

• • • •

Pennsylvania Association for
Retarded Citizens (PARC)
1500 North Second Street
Harrisburg, PA 17102
(717) 234-2621

*Visit your local ARC and see **equipment** and **vocational** curriculum **modifications.** Ask them to visit your program to provide helpful ideas. Can assist in job counseling and placement.*

• • • •

American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212) 620-2000

*Provides **large print**, **braille**, or **audible** equipment, patterns, tools and measuring devices on a **free loan** or grant basis. Write for their catalog.*

• • • •

Pennsylvania Association for the Blind
Executive Office
2843 North Front Street
Harrisburg, PA 17110
(717) 234-3261
or call your local chapter

*Provides resource persons to assist in program or **equipment modifications. Funds** new programming.*

• • • •

Pennsylvania Materials Center for the Visually Handicapped
4400 Franklin Street
Harrisburg, PA 17111
(717) 564-1873

Provides free loan of curriculum materials and equipment: e.g., large print or tapes of ***books, recipes, patterns,*** and ***magnifiers.***

• • • •

Association for the Education of the Visually Handicapped
919 Walnut Street
Philadelphia, PA 19107
(215) 923-7555

Provides free loan of curriculm materials and equipment: e.g., large print or tapes of ***books, recipes, patterns,*** *and* ***magnifiers.***

• • • •

Association for Children with Learning Disabilities (ACLD)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Provides resource people to assist classroom teachers. ***Funding, counseling,*** *and* ***evaluation*** *available to assess students' learning disabilities.*

• • • •

Bureau of Special Education
333 Market Street
Harrisburg, PA 17108
(717) 783-6913 or call the Pennsylvania State Department Information Service
(717) 787-8732 for a contact person in your local Mental Health Department

Contact the department to find a local ***resource person*** *for assistance.*

• • • •

Materials Development Center (MDC)
Stout Vocational Rehabilitation Institute
University of Wisconsin — Stout
Menomonie, WI 54751
(715) 232-1342

Distributes a library of information (curriculum guides, evaluation materials, equipment, film strips, films, etc.) on teaching the handicapped student in Vocational Education. ***Send for their catalog.***

• • • •

Foundation for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Distributes a library of information (curriculum guides, evaluation materials, equipment, film strips, films, etc.) on teaching the handicapped student in Vocational Education. ***Send for their catalog.***

• • • •

Pennsylvania Association of Vocational
Education Special Needs Personnel
(PAVESNP)
333 Market Street
Sixth Floor
Box 911
Harrisburg, PA 17108
(717) 787-8022

Provides resource people to assist classroom teachers. Network system for Vocational Education Special Needs legislation and information.

• • • •

Pennsylvania Materials Center for the Hearing Impaired
4400 Franklin Street
Harrisburg, PA 17111
(717) 561-1757

Provides ***free loan materials*** *and* ***equipment*** *designed for Handicapped students. Resource people available for technical assistance.*

• • • •

Pennsylvania Department of Health
Speech & Hearing Program
P.O. Box 90
Harrisburg, PA 17120
(717) 783-1414

*Provides **funding** for equipment and program modification. Resource people available for your classroom.*

• • • •

Pennsylvania Society for the Advancement
of the Deaf
7500 Germantown Avenue
Philadelphia, PA 19119
(215) 242-6455

*Provides **funding** for equipment and program modification. Resource people available for your classroom.*

• • • •

United Cerebral Palsy Association
1718 North Second Street
Harrisburg, PA 17102
(717) 234-2981

*Write or call to locate the local chapter address. **Resource persons** will come to your classroom to offer technical advice. **Funding** available to adapt classrooms and equipment for each handicap.*

• • • •

Easter Seal Society
P.O. 497, Box#1
Eulling Mill Road
Middletown, PA 17057
(717) 939-7801

*Write or call the local chapter address. **Resource persons** will come to your classroom to offer technical advice. **Funding** available to adapt classrooms and equipment for each handicap.*

• • • •

Muscular Dystrophy Association of America
810 Seventh Avenue
New York NY 10019
(212) 586-0808

*Write or call to locate the local chapter address. **Resource persons** will come to your classroom to offer technical advice. **Funding** available to adapt classrooms and equipment for each handicap.*

• • • •

Elwyn Institute & National Rehabilitation Center
4040 Market Street
Philadelphia, PA 19104
(215) 895-5500

*Provides individual evaluation, counseling, training, **job placement** for all handicapped adolescents and adults. Visit to see job training materials equipment and curriculum adaptations for handicapped students. **Resource persons** will come to your classroom.*

• • • •

Goodwill Industries of America
9200 Wisconsin Avenue
Washington, DC 20014
(301) 530-6500

*Write or call to locate the local chapter address. Provides individual evaluation, counseling, training, **job placement** for all handicapped adolescents and adults. Visit to see job training materials, equipment and curriculum adaptation for handicapped students. **Resource persons** will come to your classroom.*

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You may also want to consult articles about disadvantaged students in teacher magazines and journals such as *Voc Ed*[1], NAVESNP[2], or *School Shop*. Here are the references for the articles from the NAVESNP *Journal* which provided much of the background for this brochure. You may want to read some of them.

1. Baca, Patricia. "For Vocational Teachers: Some Helpful Strategies for Working with Disadvantaged Students." NAVESNP *Journal*. Vol. 4 (1). Fall. 1981.

2. Baker, Mary Ellen and Learita Garfield-Scott. "Cognitive Style of Disadvantaged Student." NAVESNP *Journal*. Vol. 4 (1). Fall. 1981.

3. Garner, C. William. "A Group/Individual Education Plan for the Disadvantaged Learner: An Application to Vocational Educaton." NAVESNP *Journal*. Vol. 4 (1). Fall. 1981.

4. Grubb, Wayne L. "Who Really are the Disadvantaged?" NAVESNP *Journal*. Vol. 4 (1). Fall. 1981

You may also want to read: "Disadvantaged — What Does It Mean?" *Curriculum Information News*. Vol. 1 (1). January. 1983.

[1] *Voc. Ed*: Journal of the American Vocational Association.

[2] National Association of Vocational Education Special Needs Personnel.

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